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Included is an analysis of a work-study demonstration program for potential dropouts from New York high schools. The findings are based on data and information gathered from many sources, all of which are connected with the program. The attempt is to place potential dropouts in part-time employment with either private employers orwith public organizations. The purpose is to teach them good work habits and help them achieve a successful adjustment to the demands of adulthood. An effort is made to encourage students to return to school on a full time basis.

Students are referred to STEP by guidance personnel or teachers. A teacher-counselor works closely with each student in an attempt to gain his confidence and provide at least one understanding friend with whom he can freely discuss his problems. Thus far, program cost has averaged $400 per year per student. Several criticisms of the program are presented and analyzed. The major problem lies with the choice of students to be placed in the program. If these at the bottom of the scale are chosen exclusively, it is difficult to produce results adequate to justify the expenditures of the program. If only the potentially "successful" students are chosen, one wonders if perhaps these students would not have progressed successfully without the help of the program.

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SCHOOL TO EMPLOYMENT PROGRAM

an appraisal

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STEP

School to Employment Program

An Appraisal

by

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March 1964

FOREWORD

The State Education Department is evaluating the operations and outcomes of various statewide projects supported from State and Federal funds. The following report analyzes a work-study demonstration program for potential dropouts, commonly known as STEP, now in its third year of existence. The study was conducted by two staff members of the Department's Division of Research.

The findings of the report are based on data and information drawn from many sources. In addition to a complete review of materials and reports in the files of the Bureau of Guidance, which has the responsibility for supervision of local STEP projects, interviews were conducted with school administrators, project coordinators and students in personal visits to several school districts participating in the program.

It is hoped that the summary assessment of STEP presented in this report will give the reader an insight into the scope of the program and the problems which have arisen in the course of its implementation. To local STEP administrators the comments and observations of the report should be of value in strengthening the program and in future planning.

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School To Employment Program, STEP: An Appraisal

STEP is a work-study program for potential school dropouts. It was developed in the summer of 1961 in response to the interest expressed by Governor Rockefeller in improving the employability of school dropouts. The outlines of the program were worked out by a group convened by State Education Commissioner Allen and consisting of representatives of seven large city school systems, the State Division for Youth, the State Department of Labor, and the State Education Department. Acting on a proposal submitted by Associate Education Commissioner Crewson, the group took steps to institute a series of demonstration STEP units in New York City, Buffalo, Rochester, Syracuse, Ithaca, Albany, and Yonkers for the school year 1961-62. In 1962-63 the program was extended to Poughkeepsie, Kingston, Watertown, and Greece, while the Syracuse school district temporarily deactivated its STEP unit until it could be fitted into the Madison Area Project being organized in the city.

Nature of the Program

The essential goal of the STEP program is to help pupils 15 years of age or older who have been identified as prospective dropouts due to scholastic failure, truancy, and related behavioral and attitudinal problems, to achieve a successful adjustment to the demands of adulthood. The program is designed to provide these pupils with appropriate educational and work experiences that will enable them to succeed in full-time employment, should they decide to leave school after reaching the legally permissible age, or alternatively, motivate them to return to a regular school program leading to a high school diploma. The guiding assumption is that a combination of work

experience and school study will give such pupils a more realistic conception of their prospects and responsibilities in the world of work, while keeping academic paths of advancement open to them as they may come to realize the importance of school education for occupational success.

There are accordingly two main parts to a typical STEP program. The study phase includes not only regular courses of academic and vocational instruction but also special orientation sessions concerned with the world of work. These sessions deal with such matters as techniques of getting and holding a job, work habits and attitudes conducive to job advancement, and types of preparation needed for various occupational careers.

The job phase of the STEP program consists of paid, school-supervised part-time work experience. Emphasis is not on the learning of a specific vocational skill, but rather on the performing of a useful task in a realistic job situation where the general demands, pressures, opportunities and problems of regular employment may be experienced. For work in public agencies the pupils receive stipends or "workerships" from school funds. Work in private employment is paid for by the employer.

In all participating districts the STEP programs are required to function in accordance with regulations prescribed by the State Education Commissioner. Supervision and coordination of the programs are vested in the Bureau of Guidance, which has the responsibility of approving programs for State support, of reviewing their operations, and of advising districts on ways of strengthening programs.

Cost of the Program

From the 1961 inception of STEP through March 1962, the Division for Youth was responsible for State financial support of the programs, allocating

$100,000 from its budget. Thereafter the Education Department assumed fiscal responsibility, using a sum of $200,000 appropriated by the 1962 Legislature for program costs from April 1, 1962 through June 30, 1963. Of this sum, $50,000 was allocated for expenses from April 1, 1962 to the end of that school year, and $150,000 for the 1962-63 school year. The allocation for 1963-64 is also $150,000. During 1961-62 virtually all program costs were met from State funds, but beginning with the school year 1962-63 State funds have been granted on a matching basis, with the participating districts and the State Education Department sharing expenses equally.

Program expenditures in 1962-63 totaled $208,770 of which $104,385 were borne by the State (see Appendix, Table 1). The amount spent per pupil varied from $136 in New York City to $742 in Buffalo. The median cost for all STEP programs was about $400 per pupil including the expense of work stipends. It may be noted in this connection that most of the STEP students, except in the New York City program, were placed for work experience in schools and offices under the jurisdiction of the local board of education or found employment in other public agencies. Only a relatively small proportion was placed in private employment. It is expected that program costs will decrease as districts come to place proportionately more pupils in private employment.

In the school year 1961-62 the seven participating districts operated a total of 11 units, each consisting of a relatively small group of students (about 15 per group at a given time) under a single teacher-coordinator. In 1962-63 there were 27 units in 10 participating districts; of the 15 units in New York City, 7 operated completely within STEP, while the other 8 were former work experience units brought into the STEP framework and receiving matching

funds from the State for the work stipend costs only. The total number of pupils served annually was larger than the number and size of the units would indicate, since students who dropped out of school or returned to the regular school program were replaced by new enrollees.

Program Procedures

All STEP programs, in spite of certain local variations, follow a common pattern of organizational procedures. Typically, students are referred to the STEP program by guidance personnel, classroom teachers, and school administrators. In New York City, recommendations also come from attendance officers. A few of the participating districts accept requests for enrollment from interested students. Sometimes special screening committees are set up to review the referrals and to evaluate the merits of each individual case. The final decision on admission is generally in the hands of the teacher-coordinator. A student must have parental or guardian consent to be placed in the program.

The selection of students is specifically based on the likelihood of school dropout, as reflected in such factors as truancy, academic failure, misbehavior and manifest lack of interest in schooling. On the positive side, admission to the program is predicated on the student's expressed desire to receive the training provided, his willingness to improve, his potential employability, and the prospect of his successful rehabilitation under proper guidance. There is a tendency not to allow the program to become top-heavy with severe cases of behavioral maladjustment. Some schools make a minimum IQ of 75 a condition of eligibility, while a few raise the lower ability limit even higher.

As a rule, students in the STEP program spend part of each day attending school and are at work in assigned jobs for the remainder of the day. School training usually includes at least one period each day with the teacher-coordinator, devoted to general work orientation. In addition, students attend regular classes in the normal school program from 2-4 periods daily.

Generally, STEP students spend 15-20 periods per week at their work stations. Those over 16 years of age sometimes work as many as 28 periods per week. The work stations are closely supervised by the teacher-coordinator. The most widely used practice is for the teacher-coordinator to visit each work station once a month, and more frequently during the first four weeks of a student's employment. Evaluations by employers, written or oral, are another means used to check on students' progress in the work experience phase of the program.

STEP students are placed in employment both in public institutions and private business establishments. But the pattern of job placement differs noticeably between the upstate participating districts and New York City. In the upstate programs more than 80 percent of the students were placed in public employment; 48 percent in schools and offices under the jurisdiction of the local boards of education and 33 percent in other public agencies. In New York City, on the other hand, slightly more than 72 percent of the students were placed in private employment (see Appendix, Table 2).

There is also a marked difference between the work assignments for boys and for girls. Girls are typically employed as clerks, receptionists or general helpers to teachers and librarians. Their work stations are mostly in the school system or other public agencies. Only a few girls have been placed in private employment. Boys are predominantly working in shipping,

delivery, custodian, maintenance and messenger jobs. In the upstate districts the most common jobs for boys are in the custodial and maintenance categories (41 percent) and in New York City in shipping and delivery (42 percent) (see Appendix, Table 3).

Program Outcomes

Examination of school district reports and interviews with STEP students indicate that some decidedly encouraging results have already been obtained by the STEP program. It can be noted, for example, that in 1961-62, 54 percent of the STEP pupils were successful in all their school subjects as compared with 28 percent of students with similar characteristics in control groups. It must be observed, however, that STEP students were scheduled for fewer subjects than their counterparts in control groups. Of the pupils enrolled in the STEP program in the school year 1962-63, 27 percent were returned to the normal school program on the basis of satisfactory progress, and an additional 11 percent were helped to full-time employment (see Appendix, Table 4). Moreover, in the two years most districts reported better attendance records, fewer disciplinary problems and higher grades for the STEP students than for the control groups.

A follow-up study of STEP participants in the 1961-62 program, made by some districts in the summer of 1963, revealed that 66 percent of the STEP students were attending school or were engaged in full-time employment in contrast to 49 percent of the students in control groups (see Appendix, Table 5).

On the basis of such preliminary indications of program success, the future of STEP appears to be highly promising.

Problems and Issues

There is no doubt that school-related work experience can provide a constructive approach to the special needs of "alienated youth."* But there are various issues connected with the organization and operation of STEP projects which require careful consideration and further study.

1. Relationship of STEP to other work-study programs. First, it must be pointed out that STEP is by no means the only State program providing work-study training. For some years now the Education Department has been administering three variants of a work-study program. These are (1) cooperative programs in business and distributive education, (2) cooperative programs in technical education, and (3) general work experience programs. STEP differs from these in the minimal age requirement for entering pupils--15 rather than 16--and in focusing on potential school dropouts. While it is like the first two in that formal class sessions as well as out-of-school contact between pupils and the professional supervisor are required, it differs from them in that its primary orientation is general educational rather than distinctly vocational. The emphasis in STEP is on individual development and general preparation for work and life rather than on acquisition of a specific vocational skill. Hence, the work experience it provides may or may not be related to the student's ultimate choice of a vocation. In this respect it is similar to the general work-experience programs which are administered

*The term commonly used for those youngsters who "fail to move satisfactorily toward competent adulthood and become so frustrated by negative influences in their homes and school environment that they rebel--thus they may properly be described as alienated...Alienated youth can be identified with reasonable accuracy by the time they are ten to twelve years old." Robert J. Havighurst and Lindley J. Stiles, "A Statement of National Policy for Alienated Youth," reprinted from Phi Delta Kappan (April 1961) in Work-Study Programs for Alienated Youth: A Casebook, by George W. Burchill, Chicago: Science Research Associates, 1962.

but not supported financially by the Department. The work experience programs share with STEP a common philosophy of prevention and rehabilitation.

In view of the likenesses and differences between STEP and other work-study programs, it would appear appropriate to give careful consideration to the development of a closer articulation among such programs so that a comprehensive State program could be constructed to handle through coordinated approaches all the major types of educational problems for which work-study experience is indicated as advisable. Such a program could also be linked systematically to Project Able for culturally deprived children* so that all conditions giving rise to dropout problems could be dealt with commencing at an early age and continuing through graduation from high school.

2. Key success elements. Observations of STEP suggest that the success of its operations depends largely on two crucial elements: the ability and competence of the teacher-coordinator, and the exposure of students to a work-experience situation which can truly serve as the equivalent of a real job.

a. The teacher-coordinator. The teacher-coordinator performs a multitude of functions, each requiring a somewhat different type of skill. He conducts the work orientation training, locates employment opportunities for the students, follows up their progress on the job, visits parents, confers with classroom teachers, and coordinates the total program. He combines in his person the roles of teacher, counselor, vocational advisor, placement officer, and administrator. But what STEP needs most is not just a good teacher or a competent administrator or a perceptive guidance counselor or a constellation

*See Project Able, The First Year. Bureau of Guidance, New York State Education Department, Albany, 1963.

of such officials, but a person with whom the students can establish a relationship of trust, respect, and confidence. These students need an exemplar whom they can perceive as their friend, with whom they can communicate freely, and from whom they can receive advice and sympathetic understanding without softness, sentimentality, or uncritical permissiveness. In schools where such an effective rapport between the teacher-coordinator and the students was established, the program appeared to be doing particularly well. Where, on the other hand, the approach was not positive enough or firm enough, the program tended to falter.

If there is one thing essential for schools undertaking STEP programs to recognize, it is that only a person who possesses the qualities which STEP students can perceive as desirable in adults is able to give effective leadership to the program. Talks with them leave little doubt as to the dominant pattern of their expectations. They look for fairness rather than special favor (they are very suspicious of preferential treatment) and a warm and likeable person will make little headway with them (he will tend in fact to be pushed around; they say frankly that they "test" him to see how far they can go) unless he is at the same time firm and strong enough to command their respect. They want someone who knows about them as individuals, to whom they can feel responsible and accountable for what they do, who says what he means and means what he says.

The importance of selecting a competent person for the position of teacher-coordinator is not to be underestimated. No matter how effectively the program may be organized in other respects, nothing can serve as a substitute for the personal skill and sensitivity, the integrity and the basic common sense of the teacher-coordinator. But he must also receive the

cooperation and support of other staff members and particularly of his administrative superiors in order to succeed.

b. The work experience. If the selection of a capable teacher-coordinator is an essential condition for effective program operation, a meaningful work experience is an indispensable ingredient in the process of rehabilitating and reorienting potential dropouts. The initiation into the world of work tends to create a more realistic attitude on the part of students toward the vocational aspects of life. Holding a job forces the student to face the realities of a work situation and to take stock of his personal shortcomings and the handicaps of inadequate training which are likely to prevent him from achieving a satisfactory adult status. His growing awareness of this problem can be used as a significant educational lever in an effort to change his outlook and orientation toward his future employment as well as his need for further school training.

School districts have not uncommonly encountered serious obstacles in trying to set up an adequate work-experience program. While employment by a private rather than State-subsidized establishment was generally regarded as the most valuable kind of working experience, it was found that many private employers were reluctant to hire young workers (especially when there were indications of delinquency and other adjustment problems) and that existing State regulations tended to narrow substantially the employment opportunities for minors. Moreover, State employment services were often of less help than originally anticipated in finding jobs for STEP students. Thus, the problem of securing private employment persists.

Employment within the school is considered especially unsatisfactory by many staff members and students. In the first place, opportunities for

realistic and worthwhile work experience in the school tend to be relatively limited. Not unfrequently work stations in the school have only a sporadic or intermittent work load and some of the assigned tasks appear to be of a rather tenuous nature. In fact, indications are that students are often placed in contrived jobs from which they cannot derive much value. Custodial and menial jobs performed by STEP students in the school frequently have the additional disadvantage of exposing the students to ridicule and derision by their peers. Some teacher-coordinators are of the opinion that as a general rule an attempt should be made to place students at least in a school other than that in which they are enrolled, in order to get them out of a potentially compromising and disruptive situation.

3. Special issues. There are several other issues that call for particular attention.

a. Selection of pupils. A problem of continuing concern is whether to select comparatively difficult cases to work with on the grounds that such pupils need help the most, or to select relatively promising and tractable cases on the grounds that more can be done with them. Where STEP tends to be known as a program for the "worst of the worst," it is subject to criticism that the students are "too far gone" to be helped substantially by such a limited program, that the effort required is disproportionate to the results obtained, that selection for a program with such a reputation is in itself a stigma; that, in short, the maintenance of such a program is largely "money down the drain." Where, on the other hand, students are selected with a high prognosis for success, the program is open to criticism that such students would tend to do all right in any case, that the most attention is directed to those who least need it; that, in short, the program is more concerned with

a high proportion of successful cases to show on its record than with really coming to grips with the problem.

Current staff interest in the issue tends to be concentrated not at the extremes--since the drawbacks of an extreme position in either direction have become increasingly evident--but rather in the area between the extremes. The question is, where should the emphasis lie? It would appear from close observation of the program that the answer in any given situation depends most of all on the teacher-coordinator. A teacher-coordinator who works quite well with relatively tractable youngsters may be unable to handle the more refractory ones. In approaching the issue of selection, a key question for the teacher-coordinator is not "How many successful cases make a successful program?" but rather "What kind of pupil am I best equipped to serve?" A low success ratio with certain kinds of pupils can be a more impressive achievement than a high success ratio with other kinds of pupils. From the standpoint of districts with different dominant patterns and problems of enrollment, selection of program pupils ought to be carefully tied in with selection of the teacher-coordinator.

b. Place of girls in program. A special issue in connection with developing a practical and effective work experience program arises in the case of girls. In some districts it was pointed out that there were fewer jobs available for girls and a more limited variety of work opportunities. Moreover, there are some doubts whether STEP as it is now constituted is geared to the needs of girls in whose lives possession of a stable job is not the main road to adulthood and social status. It has been suggested that more attention should be given to preparing such girls for the role of wife and mother, with emphasis on their responsibilities in building a stable home rather than in holding a stable job. Of course, to neglect job training

completely would leave them less well prepared to manage for themselves before marriage, and might induce them to marry prematurely and for the wrong reasons. This issue deserves careful study.

c. Participation of Negroes. Negro parents of prospective STEP pupils are often suspicious of the project as "just another terminal program for Negroes," and are reluctant to have their children identified with it. To the extent that STEP appears to them to be a way of easing their children out of school, project personnel face an uphill battle in trying to enlist their cooperation and support. Moreover, even when parental permission is obtained and Negro youths are brought into the program, so limited are job opportunities for Negroes that it is exceptionally difficult to place them for meaningful work experience. Yet, if the vicious circle leading from lack of experience to lack of opportunity to lack of experience ad infinitum is to be broken, this could be a significant focal point for efforts to open a breach. It is recommended that increased attention be given to the twofold task of strengthening program understanding and backing among Negro segments of the community on the one hand and prospective employers on the other.

d. Duration of training. The regular policy is to keep STEP students in the program no longer than a year. In some instances, pupils who appear to have been helped by STEP, "backslide" once they are out of the program, while others who appear to need a more extended period of assistance before positive results can be expected are not able to get it. Whether to provide more thorough training for some students or to enroll a "fresh crop" each year is an issue that can hardly be resolved to the satisfaction of everyone, but it would seem to be appropriate to give serious consideration to the development of a more flexible training policy more closely adapted

to local patterns of individual pupil needs and extending the training period in various cases beyond the usual cutoff point.

e. Advisory Councils. Every participating district is required by STEP regulations to establish an Advisory Council, consisting of representatives of such groups as organized labor, business and industrial associations, and civic agencies. The stated purpose of the Council is "to guide the district in the development of the program and in the evaluation of its progress." While the idea of involving the community through its leading representatives in various fields appears to be highly worthwhile, in practice the Advisory Councils have tended to be relatively inactive and to have had comparatively little influence on program development or evaluation. An implicit difficulty in naming important community leaders to the Council is that they are apt to be too preoccupied with the pressing primary responsibilities of their positions to be able to take more than a nominal part in the course of STEP operations. In some cases the Advisory Council was regarded as little more than a paper structure. If Advisory Councils are to play a more meaningful role than they generally have so far, it would seem advisable to pick members who may not be so illustrious but who can be more active.

f. Evaluation. STEP shares with Able* certain shortcomings in local evaluations of program progress, reflecting the exploratory and formative character of the projects in their first two years of operation. STEP, which is more specific and limited in the scope of its objectives and operations, has a more sharply defined and tightly structured design for evaluation, providing a basis for various comparisons between STEP groups and matched

*See Project Able: An Appraisal. Division of Research, New York State Education Department, Albany, 1963.

control groups on selected indices of progress. From the 1962 summary reports on the projects, it is decidedly easier to tell what is going on in STEP than in Able. STEP "hangs together" better; it tends to present a more cohesive, clear-cut picture of development.

What is principally needed in STEP is a beefing up of the qualitative, dynamic aspects of evaluation, making greater use of interviews and case studies, of expressive and observational materials which would give more life to the statistics reported. It is by no means certain that the indices of program success on which reporting has been concentrated are those which do the most justice to STEP. Personal observations and talks with STEP pupils indicate that significant changes in outlook, attitudes, and patterns of behavior have taken place in many cases, and that some of these changes (e.g., greater self-insight and recognition of one's responsibility for one's problems) may have far more profound implications for the future of the individual than his current attendance record or even grades.

g. Role of State. The State has had an important part to play in the development of STEP, and the Bureau of Guidance has effectively and efficiently carried out its central role of coordinating, supervising, and guiding local projects. The two key program areas of (1) in-school orientation under the teacher-coordinator and (2) out-of-school work experience will call for close attention by the Bureau in the years ahead. There are no concerns more vital to the future of STEP than the selection of capable teacher-coordinators and the location of meaningful work opportunities, and whatever the State can do to assist local districts in these endeavors will go far to ensure future program success. To facilitate the task of strengthening work

opportunities, particularly in private employment, an increased involvement of the Department of Labor and other work agencies seems in order.

* * *

In conclusion, STEP appears to be a program well worth supporting. With a precedent of other work-experience programs to build on, it has developed quite rapidly in two years into a more cohesive and definitive program than Able, and while its activities and accomplishments fall within a narrower range than those of Able, they are nevertheless substantial. Key success elements are a concentration of attention on a relatively small group of students under the personalized and individualized direction of a teacher-coordinator who orients them toward the world of work in relation to the world of the school, and provision of a constructive and realistic work experience which helps them assess their present and future employment prospects and their need for further training. Problems centering in these and related program features will call for careful consideration and responsive action in the coming years. The State Education Department, through the Bureau of Guidance, can do much to help local districts resolve these problems.

APPENDIX

Table 1

Cost of the STEP Program, 1962-63

District	Number of units	Number of pupils	Expenditure			
			State	Local	Total	Cost per pupil
Albany	1	21	$ 6 335	$ 6 335	$ 12 670	$ 603
Buffalo	4	79	29 324	29 324	58 648	742
Greece	1	9	1 751	1 751	3 502	389
Ithaca	1	14	4 880	4 880	9 760	697
Kingston	1	15	2 072	2 072	4 144	276
New York	15	532	36 293	36 293	72 586	136[a]
Poughkeepsie	1	28	5 799	5 799	11 598	414
Rochester	1	28	6 676	6 676	13 352	477
Watertown	1	34	4 910	4 910	9 820	289
Yonkers	1	33	6 345	6 345	12 690	385
Total	27	793	$104 385	$104 385	$208 770	

[a]The number of units in New York City was increased in 1962-63 from 7 to 15. Eight previously existing work experience programs in the City were brought into the STEP framework. These units receive matched funds from the State for stipends only; all other operational costs are borne by the City.

Table 2

Work-Experience Placement of Students in
1962-63 STEP Program

Location of STEP programs and sex of students	Number of students	Percent by type of placement			
		Institutions under board of education	Other public institutions	Private business establishments	Total
Upstate districts	224	47.8%	32.6%	19.6%	100.0%
Boys	159	45.3	30.2	24.5	100.0
Girls	65	53.8	38.5	7.7	100.0
New York City	391	27.1	0.5	72.4	100.0
Boys	334	15.0	0.3	84.7	100.0
Girls	57	98.0	1.8	--	100.0
All districts	615	34.6	12.2	53.2	100.0
Boys	493	24.7	9.9	65.4	100.0
Girls	122	74.6	21.3	4.1	100.0

Table 3

Types of Jobs Filled by Students in 1962-63 STEP Program

Job category	Percentage distribution					
	Upstate districts		New York City		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
Clerical	5.0%	40.0%	17.7%	63.2%	13.6%	50.8%
Shipping and delivery	17.6	1.5	41.6	--	33.9	0.8
Custodial and maintenance	40.9	--	4.2	--	16.0	--
Messengers	--	--	16.2	--	11.0	--
General helpers	36.5	58.5	20.3	36.8	25.5	48.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of students	159	65	334	57	493	122

Table 4

Status at the End of the School Year of Students Enrolled in 1962-63 STEP Program

Status	Nine upstate districts		New York City		Total	
	Number	Percent	Number	Percent	Number	Percent
Left program during the year						
Returned to normal school program due to satisfactory progress	49	18.8%	168	31.6%	217	27.4%
Accepted full-time employment	23	8.8	63	11.8	86	10.8
Removed from program because of unsatisfactory progress	24	9.2	79	14.8	103	13.0
Dropped out of school	17	6.5	22	4.1	39	4.9
Completed year in program	148	56.7	200	37.7	348	43.9
Total	261	100.0	532	100.0	793	100.0

Table 5

Follow-up of 1961-62 STEP Students Compared with Matched Control Groups by Their School or Employment Status in June 1963

Status	STEP students		Control students	
	Number	Percent	Number	Percent
In home district regular school program	72	41.1%	62	37.6%
Doing satisfactory work	64	36.6	36	21.8
Doing unsatisfactory work	7	4.0	21	12.8
Progress not ascertained	1	0.5	5	3.0
Now in other school districts	6	3.4	3	1.8
In full-time employment	37	21.1	15	9.1
Total in school or employed	115	65.6	80	48.5
Unemployed	11	6.3	9	5.5
Other (married, military service, deceased, etc.)	8	4.6	10	6.0
No information	41	23.5	66	40.0
Total	175	100.0	165	100.0